



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 4

Test Date: March 2008  
Code: 12521734  
SAU: MSAD 58  
School: Phillips Elementary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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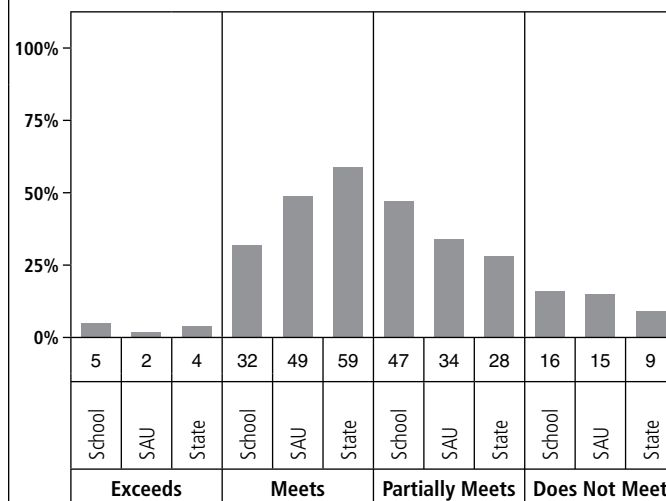
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 4  
SAU: MSAD 58  
School: Phillips Elementary School

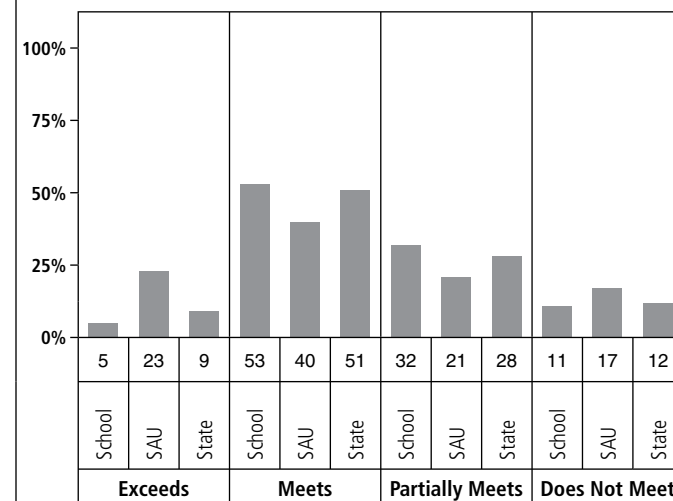
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	445	447	444
2006–2007	444	447	445
<b>2007–2008</b>	<b>443</b>	<b>442</b>	<b>445</b>
Cum. Avg. *	444	445	445
<b>Mathematics</b>			
2005–2006	442	449	444
2006–2007	445	454	445
<b>2007–2008</b>	<b>444</b>	<b>447</b>	<b>445</b>
Cum. Avg. *	444	450	445
<b>Science &amp; Technology</b>			
2005–2006	443	444	444
2006–2007	443	448	444
<b>2007–2008</b>	<b>441</b>	<b>442</b>	<b>444</b>
Cum. Avg. *	442	444	444

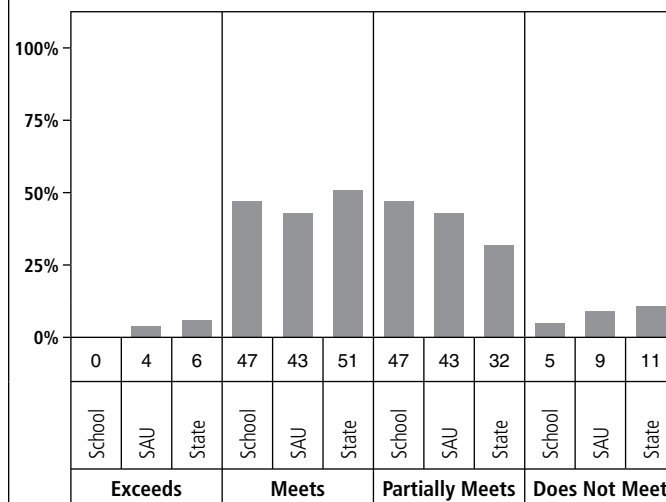
## ELA – READING



## MATHEMATICS



## SCIENCE AND TECHNOLOGY



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 4  
SAU: MSAD 58  
School: Phillips Elementary School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics						Science and Technology						School			SAU		
	School		SAU		State		School		SAU		State		School		SAU		State													
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	19	100	53	100	14207	100	19	100	53	100	14181	100	19	100	53	100	14123	100	19	100	53	100	14115	99						
Ethnicity African American/Black	0	0	1	2	390	3	0	0	1	100	388	99	0	0	1	100	388	99	0	0	1	100	386	99						
American Indian or Native Alaskan	0	0	0	0	101	1	0	0	0	0	101	100	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	0	0	2	4	263	2	0	0	2	100	259	98	0	0	2	100	262	100	0	0	2	100	262	100						
Hispanic	0	0	0	0	170	1	0	0	0	0	168	99	0	0	0	0	166	98	0	0	0	0	166	98						
Caucasian/White	19	100	50	94	13282	93	19	100	50	100	13264	100	19	100	50	100	13205	100	19	100	50	100	13199	99						
Not Reported	0	0	0	0	1	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100							
Identified disability	4	21	14	26	2524	18	4	100	14	100	2514	100	4	100	14	100	2498	99	4	100	14	100	2494	99						
Current LEP	0	0	1	2	385	3	0	0	1	100	377	98	0	0	1	100	383	99	0	0	1	100	380	99						
Economically disadvantaged	11	58	36	68	5587	39	11	100	36	100	5569	100	11	100	36	100	5538	99	11	100	36	100	5534	99						
Migrant	0	0	0	0	5	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100							

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	19	100	43	81	10755	76	19	100	43	81	10730	76	19	100	43	81	10776	76						
Identified disability (PET/IEP)	4	21	6	14	375	3	4	21	6	14	374	3	4	21	6	14	384	4						
LEP	0	0	1	2	148	1	0	0	1	2	148	1	0	0	1	2	150	1						
504 plan	0	0	0	0	114	1	0	0	0	0	114	1	0	0	0	0	115	1						
Participation with accommodations	0	0	10	19	3298	23	0	0	10	19	3267	23	0	0	10	19	3215	23						
Identified disability (PET/IEP)	0	0	8	80	2013	61	0	0	8	80	1998	61	0	0	8	80	1986	62						
LEP	0	0	0	0	225	7	0	0	0	0	233	7	0	0	0	0	229	7						
504 plan	0	0	0	0	69	2	0	0	0	0	68	2	0	0	0	0	67	2						
Other	0	0	2	20	1046	32	0	0	2	20	1023	31	0	0	2	20	987	31						
Participation through alternate assessment (PAAP)	0	0	0	0	126	1	0	0	0	0	126	1	0	0	0	0	124	1						
Identified disability (PET/IEP)	0	0	0	0	126	100	0	0	0	0	126	100	0	0	0	0	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	0	0	0	0	11	0	0	0	0	0	68	0	0	0	0	0	80	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 4  
SAU: MSAD 58  
School: Phillips Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	1	6	3	7	601	4
	2006-2007	0	0	2	5	507	4
	<b>2007-2008</b>	<b>1</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>559</b>	<b>4</b>
	Cum. Total*	2	4	6	4	1667	4
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	10	63	26	60	7910	57
	2006-2007	8	67	28	67	8749	63
	<b>2007-2008</b>	<b>6</b>	<b>32</b>	<b>26</b>	<b>49</b>	<b>8308</b>	<b>59</b>
	Cum. Total*	24	51	80	58	24967	60
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	4	25	12	28	3970	29
	2006-2007	4	33	12	29	3467	25
	<b>2007-2008</b>	<b>9</b>	<b>47</b>	<b>18</b>	<b>34</b>	<b>3922</b>	<b>28</b>
	Cum. Total*	17	36	42	30	11359	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	1	6	2	5	1421	10
	2006-2007	0	0	0	0	1165	8
	<b>2007-2008</b>	<b>3</b>	<b>16</b>	<b>8</b>	<b>15</b>	<b>1264</b>	<b>9</b>
	Cum. Total*	4	9	10	7	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>48</b>	<b>100</b>	27.7	57.7	27.8	57.9	29.7	61.9
<b>Literary Text</b>	<b>24</b>	<b>50</b>	14.5	60.4	14.7	61.3	15.5	64.6
<b>Informational Text</b>	<b>24</b>	<b>50</b>	13.2	55.0	13.1	54.6	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 4  
 SAU: MSAD 58  
 School: Phillips Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	19	1	5	6	32	9	47	3	16	443	53	2	49	34	15	442	14053	4	59	28	9	445
<b>Ethnicity</b>																						
African American/Black	0										1						384	1	36	35	28	438
American Indian or Native Alaskan	0										0						101	1	46	44	10	442
Asian or Pacific Islander	0										2						259	6	61	22	11	445
Hispanic	0										0						164	0	45	38	16	440
Caucasian/White	19	1	5	6	32	9	47	3	16	443	50	0	48	36	16	441	13144	4	60	28	8	445
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	4										14	7	14	29	50	437	2388	0	29	44	26	437
No	15	1	7	6	40	8	53	0	0	446	39	0	62	36	3	444	11665	5	65	25	6	446
<b>Current LEP</b>																						
Yes	0										1						373	1	32	35	32	436
No	19	1	5	6	32	9	47	3	16	443	52	2	48	35	15	442	13680	4	60	28	8	445
<b>Economically disadvantaged</b>																						
Yes	11	1	9	4	36	3	27	3	27	443	36	0	50	33	17	441	5502	1	47	37	14	441
No	8	0	0	2	25	6	75	0	0	442	17	6	47	35	12	445	8551	6	67	22	5	447
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	445
No	19	1	5	6	32	9	47	3	16	443	53	2	49	34	15	442	14048	4	59	28	9	445
<b>Gender</b>																						
Female	8	1	13	1	13	5	63	1	13	443	17	0	41	41	18	440	6959	5	61	26	8	446
Male	11	0	0	5	45	4	36	2	18	443	36	3	53	31	14	443	7093	3	57	30	10	444
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	0										7	0	57	29	14	443	1890	0	37	46	17	439
No	19	1	5	6	32	9	47	3	16	443	46	2	48	35	15	442	12163	5	63	25	8	446
<b>Gifted/talented program</b>																						
Yes	0										0						266	21	74	4	0	456
No	19	1	5	6	32	9	47	3	16	443	53	2	49	34	15	442	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 58  
School: Phillips Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										4	0	100	0	0	444	5	1	42	36	21	440
B. less than one hour	53	1	10	3	30	4	40	2	20	442	77	2	51	29	17	442	74	4	62	27	7	445
C. one to two hours	37	0	0	3	43	4	57	0	0	447	15	0	38	63	0	445	18	5	59	29	7	446
D. more than two hours	11	0	0	0	0	1	50	1	50	434	4	0	0	50	50	434	2	3	32	34	31	438
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	21	0	0	2	50	1	25	1	25	443	23	0	50	25	25	441	30	6	63	24	7	446
B. They match some of what I have learned.	53	1	10	3	30	4	40	2	20	443	57	0	57	30	13	442	52	4	63	27	6	446
C. They match just a little of what I have learned.	21	0	0	1	25	3	75	0	0	444	15	13	25	63	0	445	12	2	46	37	15	441
D. There is no match.	5	0	0	0	0	1	100	0	0	440	6	0	33	33	33	437	5	0	33	40	26	437
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	47	1	11	3	33	3	33	2	22	443	40	0	57	29	14	442	35	7	66	20	6	448
B. good	47	0	0	3	33	5	56	1	11	443	53	0	50	36	14	442	51	3	60	29	7	445
C. fair	5	0	0	0	0	1	100	0	0	440	8	25	0	50	25	444	12	1	44	40	16	440
D. poor	0										0						2	0	23	47	30	436
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	21	0	0	1	25	1	25	2	50	436	25	0	54	23	23	441	19	2	46	34	17	442
B. about the same as my regular schoolwork	68	1	8	4	31	7	54	1	8	446	56	3	41	45	10	442	62	5	64	26	5	446
C. easier than my regular schoolwork	11	0	0	1	50	1	50	0	0	441	19	0	60	20	20	442	18	3	58	29	10	444
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I usually read.	11	0	0	0	0	1	50	1	50	434	13	0	43	29	29	439	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	47	0	0	1	11	7	78	1	11	440	54	0	39	46	14	442	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	42	1	13	5	63	1	13	1	13	448	33	0	71	18	12	443	33	7	68	20	5	448
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	16	0	0	1	33	2	67	0	0	443	11	0	50	50	0	443	18	7	64	22	7	447
B. 20 minutes to an hour	53	1	10	3	30	5	50	1	10	445	51	4	48	33	15	444	55	4	64	26	6	446
C. less than 20 minutes	16	0	0	1	33	1	33	1	33	437	17	0	67	22	11	441	14	2	53	33	12	443
D. I rarely read at home.	16	0	0	1	33	1	33	1	33	441	21	0	36	36	27	438	13	1	44	39	16	441
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	37	0	0	2	29	3	43	2	29	440	29	0	33	40	27	439	23	3	50	34	13	442
B. six to ten pages	32	1	17	1	17	4	67	0	0	447	29	0	47	47	7	442	25	3	60	29	8	444
C. eleven or more pages	32	0	0	3	50	2	33	1	17	442	41	5	67	19	10	445	52	5	64	24	6	446
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 4  
SAU: MSAD 58  
School: Phillips Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	0	0	8	18	1294	9
	2006-2007	1	8	10	24	1054	8
	<b>2007-2008</b>	<b>1</b>	<b>5</b>	<b>12</b>	<b>23</b>	<b>1321</b>	<b>9</b>
	Cum. Total*	2	4	30	22	3669	9
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	9	56	25	57	7000	50
	2006-2007	7	58	25	60	7394	53
	<b>2007-2008</b>	<b>10</b>	<b>53</b>	<b>21</b>	<b>40</b>	<b>7079</b>	<b>51</b>
	Cum. Total*	26	55	71	51	21473	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	5	31	5	11	3784	27
	2006-2007	3	25	5	12	3729	27
	<b>2007-2008</b>	<b>6</b>	<b>32</b>	<b>11</b>	<b>21</b>	<b>3955</b>	<b>28</b>
	Cum. Total*	14	30	21	15	11468	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	2	13	6	14	1894	14
	2006-2007	1	8	2	5	1735	12
	<b>2007-2008</b>	<b>2</b>	<b>11</b>	<b>9</b>	<b>17</b>	<b>1642</b>	<b>12</b>
	Cum. Total*	5	11	17	12	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.7	64.7	9.9	66.0	9.5	63.3
Cluster 2: Shape and Size	14	29	8.5	60.7	9.0	64.3	9.1	65.0
Cluster 3: Mathematical Decision Making	5	10	2.9	58.0	3.3	66.0	3.4	68.0
Cluster 4: Patterns	14	29	9.9	70.7	10.0	71.4	9.7	69.3

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 4  
 SAU: MSAD 58  
 School: Phillips Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	19	1	5	10	53	6	32	2	11	444	53	23	40	21	17	447	13997	9	51	28	12	445
<b>Ethnicity</b>																						
African American/Black	0										1						386	4	26	34	36	434
American Indian or Native Alaskan	0										0						101	3	46	41	11	442
Asian or Pacific Islander	0										2						262	14	51	23	12	447
Hispanic	0										0						162	4	41	34	21	440
Caucasian/White	19	1	5	10	53	6	32	2	11	444	50	18	42	22	18	445	13085	10	51	28	11	446
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	4										14	21	29	29	21	445	2372	3	31	36	30	436
No	15	1	7	10	67	3	20	1	7	447	39	23	44	18	15	447	11625	11	54	27	8	447
<b>Current LEP</b>																						
Yes	0										1						381	4	33	28	35	435
No	19	1	5	10	53	6	32	2	11	444	52	21	40	21	17	446	13616	10	51	28	11	445
<b>Economically disadvantaged</b>																						
Yes	11	1	9	5	45	3	27	2	18	444	36	22	36	22	19	446	5472	5	41	35	19	440
No	8	0	0	5	63	3	38	0	0	445	17	24	47	18	12	447	8525	13	56	24	7	448
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	448
No	19	1	5	10	53	6	32	2	11	444	53	23	40	21	17	447	13992	9	51	28	12	445
<b>Gender</b>																						
Female	8	0	0	4	50	3	38	1	13	443	17	24	29	24	24	444	6933	9	50	29	12	445
Male	11	1	9	6	55	3	27	1	9	445	36	22	44	19	14	448	7063	10	51	27	11	446
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	0										7	14	57	14	14	447	1890	2	34	41	23	438
No	19	1	5	10	53	6	32	2	11	444	46	24	37	22	17	447	12107	11	53	26	10	446
<b>Gifted/talented program</b>																						
Yes	0										0						266	45	49	5	0	461
No	19	1	5	10	53	6	32	2	11	444	53	23	40	21	17	447	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 58  
School: Phillips Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										4	0	50	0	50	432	5	6	34	33	27	438
B. less than one hour	53	0	0	4	40	4	40	2	20	441	77	29	34	20	17	449	74	10	52	28	10	446
C. one to two hours	37	1	14	6	86	0	0	0	0	451	15	0	75	13	13	443	18	10	52	28	10	446
D. more than two hours	11	0	0	0	0	2	100	0	0	438	4	0	0	100	0	438	2	5	33	28	34	436
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	53	0	0	5	50	4	40	1	10	443	47	28	40	24	8	450	38	13	56	23	8	448
B. They match some of what I have learned.	32	1	17	4	67	1	17	0	0	451	38	25	45	15	15	449	48	8	52	29	10	445
C. They match just a little of what I have learned.	11	0	0	0	0	1	50	1	50	426	8	0	25	50	25	438	10	4	35	39	22	439
D. There is no match.	5	0	0	1	100	0	0	0	0	448	8	0	25	0	75	427	4	2	25	33	40	433
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	37	1	14	5	71	1	14	0	0	451	34	22	50	17	11	449	35	16	55	20	8	449
B. good	47	0	0	4	44	4	44	1	11	442	55	28	31	24	17	448	48	7	52	31	11	445
C. fair	16	0	0	1	33	1	33	1	33	433	8	0	50	25	25	436	14	3	41	38	18	440
D. poor	0										4	0	50	0	50	434	3	1	29	36	34	435
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	11	0	0	0	0	1	50	1	50	426	12	0	17	50	33	432	15	4	38	33	25	439
B. about the same as my regular schoolwork	74	1	7	8	57	4	29	1	7	446	71	27	43	16	14	450	64	10	54	28	9	446
C. easier than my regular schoolwork	16	0	0	2	67	1	33	0	0	448	17	22	44	22	11	447	21	13	52	24	11	447
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	0										17	33	22	11	33	443	23	8	47	29	16	443
B. two or three days a week	16	1	33	1	33	1	33	0	0	450	15	13	38	38	13	446	36	11	54	27	9	447
C. two or three times each month	79	0	0	9	60	4	27	2	13	444	40	14	57	19	10	448	25	10	53	27	10	446
D. never or almost never	5	0	0	0	0	1	100	0	0	434	28	33	27	20	20	447	16	9	46	32	13	444
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	0										0						5	3	30	33	33	436
B. two or three days a week	5	0	0	1	100	0	0	0	0	446	15	13	50	25	13	446	19	8	50	30	12	445
C. two or three times each month	26	1	20	3	60	1	20	0	0	449	13	0	71	29	0	445	38	11	55	26	8	447
D. never or almost never	68	0	0	6	46	5	38	2	15	442	72	29	32	18	21	447	38	9	50	29	12	445
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	0										11	17	50	0	33	442	8	3	33	38	25	438
B. 30–45 minutes	0										21	36	27	27	9	448	27	6	48	33	13	443
C. 45–60 minutes	95	1	6	9	50	6	33	2	11	444	49	8	46	27	19	444	38	11	54	26	9	447
D. more than 60 minutes	5	0	0	1	100	0	0	0	0	448	19	50	30	10	10	456	26	13	55	23	9	448
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008  
Grade: 4  
SAU: MSAD 58  
School: Phillips Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	0	0	1	2	751	5
	2006-2007	0	0	6	14	963	7
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>882</b>	<b>6</b>
	Cum. Total*	0	0	9	6	2596	6
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	10	63	30	68	7251	52
	2006-2007	5	42	22	52	6824	49
	<b>2007-2008</b>	<b>9</b>	<b>47</b>	<b>23</b>	<b>43</b>	<b>7130</b>	<b>51</b>
	Cum. Total*	24	51	75	54	21205	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	5	31	10	23	4514	32
	2006-2007	6	50	11	26	4382	32
	<b>2007-2008</b>	<b>9</b>	<b>47</b>	<b>23</b>	<b>43</b>	<b>4433</b>	<b>32</b>
	Cum. Total*	20	43	44	32	13329	32
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	1	6	3	7	1458	10
	2006-2007	1	8	3	7	1735	12
	<b>2007-2008</b>	<b>1</b>	<b>5</b>	<b>5</b>	<b>9</b>	<b>1546</b>	<b>11</b>
	Cum. Total*	3	6	11	8	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	6.9	57.5	7.2	60.0	8.0	66.7
Cluster 2: Physical Sciences	12	25	7.3	60.8	6.9	57.5	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	6.9	57.5	7.8	65.0	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	7.4	61.7	7.4	61.7	7.6	63.3

## Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

## Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

## Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

## Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.

# SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 58  
School: Phillips Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	19	0	0	9	47	9	47	1	5	441	53	4	43	43	9	442	13991	6	51	32	11	444
<b>Ethnicity</b>																						
African American/Black	0										1						385	2	27	35	36	434
American Indian or Native Alaskan	0										0						101	3	44	44	10	441
Asian or Pacific Islander	0										2						262	5	52	28	14	443
Hispanic	0										0						162	2	38	39	21	439
Caucasian/White	19	0	0	9	47	9	47	1	5	441	50	2	44	44	10	442	13080	7	52	31	10	444
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	4										14	14	36	43	7	444	2370	2	32	41	25	437
No	15	0	0	8	53	6	40	1	7	442	39	0	46	44	10	442	11621	7	55	30	8	445
<b>Current LEP</b>																						
Yes	0										1						379	1	25	35	39	433
No	19	0	0	9	47	9	47	1	5	441	52	4	42	44	10	442	13612	6	52	32	10	444
<b>Economically disadvantaged</b>																						
Yes	11	0	0	7	64	3	27	1	9	443	36	3	47	42	8	443	5470	3	41	39	18	440
No	8	0	0	2	25	6	75	0	0	438	17	6	35	47	12	442	8521	9	57	27	7	446
<b>Migrant</b>																						
Yes	0										0						5	20	20	40	20	443
No	19	0	0	9	47	9	47	1	5	441	53	4	43	43	9	442	13986	6	51	32	11	444
<b>Gender</b>																						
Female	8	0	0	4	50	3	38	1	13	442	17	0	41	41	18	440	6929	6	49	33	12	443
Male	11	0	0	5	45	6	55	0	0	440	36	6	44	44	6	444	7061	7	53	30	10	444
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	0										7	0	43	43	14	442	1888	1	32	44	23	437
No	19	0	0	9	47	9	47	1	5	441	46	4	43	43	9	442	12103	7	54	30	9	445
<b>Gifted/talented program</b>																						
Yes	0										0						266	30	65	5	1	457
No	19	0	0	9	47	9	47	1	5	441	53	4	43	43	9	442	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE AND TECHNOLOGY RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 58  
School: Phillips Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										4	0	0	100	0	435	5	4	37	36	22	439
B. less than one hour	53	0	0	5	50	4	40	1	10	441	77	5	46	37	12	443	74	6	53	31	10	444
C. one to two hours	37	0	0	4	57	3	43	0	0	442	15	0	50	50	0	441	18	7	52	32	8	445
D. more than two hours	11	0	0	0	0	2	100	0	0	435	4	0	0	100	0	435	2	4	31	33	32	437
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	0										9	0	40	40	20	438	24	9	53	28	10	446
B. They match some of what I have learned.	53	0	0	5	50	4	40	1	10	442	53	4	54	32	11	444	49	6	54	31	9	445
C. They match just a little of what I have learned.	37	0	0	2	29	5	71	0	0	439	26	7	21	71	0	441	21	4	47	36	13	442
D. There is no match.	11	0	0	2	100	0	0	0	0	443	11	0	50	33	17	440	6	2	35	37	25	438
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	37	0	0	3	43	4	57	0	0	441	21	9	27	64	0	441	25	9	53	27	10	446
B. good	42	0	0	5	63	2	25	1	13	442	55	3	48	34	14	443	54	6	55	30	9	445
C. fair	16	0	0	0	0	3	100	0	0	437	23	0	42	50	8	442	19	3	43	40	15	441
D. poor	5	0	0	1	100	0	0	0	0	444	2	0	100	0	0	444	3	2	28	42	29	435
<b>How difficult was the science part of this test?</b>																						
A. harder than my regular schoolwork	16	0	0	0	0	3	100	0	0	435	27	0	29	64	7	440	22	5	45	35	15	442
B. about the same as my regular schoolwork	68	0	0	7	54	5	38	1	8	442	60	3	52	39	6	443	62	7	53	31	9	445
C. easier than my regular schoolwork	16	0	0	2	67	1	33	0	0	443	13	14	43	29	14	445	16	7	52	28	13	444
<b>How often do you have science classes?</b>																						
A. every day	0										9	0	60	40	0	444	24	7	48	33	12	444
B. a few times a week	0										32	12	53	35	0	449	53	7	54	31	9	445
C. once a week	37	0	0	3	43	4	57	0	0	441	15	0	25	50	25	436	9	6	46	33	15	442
D. a few times a month	63	0	0	6	50	5	42	1	8	441	43	0	39	48	13	440	14	5	50	31	14	443
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	0										6	0	0	67	33	432	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	0										43	4	48	43	4	445	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	21	0	0	1	25	3	75	0	0	437	13	0	29	57	14	438	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	79	0	0	8	53	6	40	1	7	442	38	5	50	35	10	443	22	9	55	26	9	446
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											